COMPETENCY BASED HIRING WITHIN THE DNR

Introduction

By now you may have heard that the Department has begun to implement a "competency based" approach to its human resources practices and activities as part of our strategic plan. You may be wondering, what does this mean to me? How will it impact me as a DNR employee? Is this just another fad? Do I need to care about this? The following material has been prepared with the intention of answering these and other questions you might have on this subject.

First, the obvious question, what is meant by "competency"?

For some, this word seems to conjure up confusion. In a human resources context, when we use the word "competency" we are referring to clusters of related skills that fall into three major categories: technical, managerial and interpersonal. These skills describe specific behaviors and abilities.

Are competencies new? Is this another management fad?

Competencies are not new and have been used in the field of human resources management for several years. We've been using a competency based approach when working with various positions over the last few years but not on a Department-wide basis.

Forestry has used this approach for over two years for its entry level Foresters and several section chief vacancies. In addition, the HR Bureau has been working with program managers in using this process to fill the Finance Bureau Director position and an Endangered Resources Section Chief position. The Law Enforcement Bureau has experience with competencies as well as the Parks program. Also, the positions created as a result of organizational effectiveness work within the Divisions of Forestry, Lands, and Water will be filled using the competency based process.

When used during the hiring process, the competency model has worked very well in aligning individual program needs with important worker skills and has led to excellent hires.

So how is this different from what we have been doing?

Like many organizations, hiring and promotion activities in the DNR tend to be primarily based upon an applicant or employee's technical skills, job knowledge, or subject matter expertise. We are very good at identifying what technical job qualifications and organizational knowledge our employees need to have. However, there are some drawbacks to focusing heavily on one skill set.

By focusing primarily on technical qualifications, we may be limiting our capacity as an organization. Today's natural resources management and environmental concerns go beyond sound science. It is no longer enough just to know about ecology and have supporting data. We also need to recognize social, political and financial ramifications on the minds of our resource users, administrators, the NR Board, and our elected officials.

Effective job performance (and conversely, job failure) is frequently a product of who the job holder is as a person and his or her values, work ethic, attitude toward service, openness to learning and willingness to grow and change with the organization. In other words, it's not just what you know that matters, it's who you are.

For those aspiring to upward mobility, focusing primarily on technical knowledge overlooks the fact that 'management' is a distinct profession, just as being a biologist or an engineer are distinct professions. And like other professions, management demands a unique skill set.

So what skill sets are we talking about?

Every position in our organization requires the jobholder to have three different kinds of competencies. We have talked about technical skills. They are 'the *what'* part of the job and will continue to be very important. There are two other areas that are also significant; they are managerial skills, 'the *how*' of the job, and interpersonal skills, 'the *who'* part of the job.

What is meant by 'managerial' competencies?

Managerial competencies describe how a person manages or approaches his or her job. Examples of managerial competencies include decision-making, planning, organizing, managing change, and developing relationships. Managerial competencies are a part of every job and follow a person from job to job. They also tend to show up in other areas of the person's life.

So this leaves 'interpersonal' competencies.

Interpersonal competencies refer to personal qualities, attributes, or characteristics of an individual's personality. Like managerial competencies, they follow people around from job to job and tend to show up in other areas of that person's life. For example, if you are a resourceful, creative problem solver, this ability will show up in whatever job or life situation you find yourself.

Here's a simple example that pulls together all three types:

Consider a master carpenter. He or she has a great deal of technical knowledge about various woods and tools, fits and finishes. He or she also has specialized skills in cutting, shaping, joining, finishing, and polishing that can turn a pile of wood into a fine cabinet. Underlying the knowledge is a foundation of attributes and skills, some inborn, some developed, and others well honed that make the knowledge useful and enable the carpenter to acquire the needed skills. These skills include:

- Managerial competencies such as good judgment and high quality results and
- Interpersonal skills such as patience, and artistic creativity.

In addition, a carpenter requires physical attributes such as visual acuity, hand-eye coordination, and strength.

The competency model we are implementing within the DNR identifies and incorporates all three types of competencies into the foundation of the employment process.

Isn't this really all about hiring?

When an organization decides to use a competency based approach, the competencies form the foundation of several human resources activities, including recruitment, hiring and professional and personal development. Once a set of competencies has been identified for a job or a family of jobs, they can be used for a variety of purposes beyond hiring. For example, they can help market a position more powerfully. In turn, this can favorably influence the results of a recruitment process.

Here's a case in point. A few years ago our Forestry program incorporated into the Entry-Level Forester job announcement the managerial and interpersonal competencies they identified as important for job success. Prospective applicants who previously may have felt themselves not qualified (due to the typically daunting list of technical knowledge and experience run in previous ads) read this ad and became excited about applying. The ad appealed to these applicants' values, in addition to the knowledge required. As a result, Forestry was able to attract high caliber individuals into the applicant pool with the necessary technical qualifications, coupled with great attitudes and a strong desire to work in Forestry's projected growth areas.

Beyond marketing and recruiting, competencies form the basis of the hiring and selection process including:

- the development of more meaningful job descriptions,
- more exacting examination processes,
- tailored behaviorally based interviews, and
- tailored reference checks that key in on the competencies that have been demonstrated in past work experiences and other environments.

Competencies are an excellent basis for employee development and learning including:

- job skills enhancement and development leading to professional mastery,
- identification of key coaching areas for greater satisfaction, and
- career and leadership development activities.

Finally, competencies are extremely useful in setting goals and objectives in the performance review process. They are also an important tool in over-all performance management activities including specific performance improvement efforts.

   Visual depiction of how this all fits together

How do we begin to identify competencies?

A few years ago, the Divisions of Land and Forestry's Human Resources Team did some research on competencies. Building on their research, the Department Competency Team formed, and in conjunction with the Strategic Plan, created a *Competency Tool Kit* that we have been using for the past year.

The Competency Tool Kit consists of two assessment questionnaires that are used when a position (or a group of positions) is vacant. One tool identifies *managerial*

competencies. This version of the assessment is given to jobholders and subject matter experts. That is, people who are considered top performers in their field or have excelled within the position at some point. Supervisors and managers are normally included within this assessment.

The second tool is designed for customers and stakeholders of the position and may also include coworkers and staff lead by the position. These customers can be both internal and external to the Department. This assessment tool focuses on *interpersonal* qualities critical to effective service delivery within the position.

> Read the competency tools:
> > Competency Assessment Tool for Customers & Stakeholders
> > Competency Assessment Tool for Job Holders and Subject Matter Experts

How do we ensure that competencies are based on reality?

In assessing what managerial and interpersonal skills are necessary for a position, there isn't a magic number of respondents to survey. However, the assessment should be done by more than one person so it is an accurate reflection of genuine requirements, not individual preferences, conveniences or 'requirements' of the job based upon traditions that no longer serve the organization. It is key to involve those who can provide accurate information and insight based on their experience. In essence, by identifying the full suite of competencies we need for our positions, we are really cloning performance excellence and professional success based on our actual experience.

Using the same tools consistently across the Department helps us to create common language and definitions regarding what the competencies mean and they help us identify in very specific terms what behaviors are important for success in specific jobs. One size doesn't fit all. It is important for each program to identify its own competencies for its set of professions and to customize its hiring, learning and development practices accordingly.

As we continue to use the assessment tools, we are beginning to see natural clusters of managerial competencies and patterns within them that point to a few core leadership areas. We will use these findings across the organization for succession planning, coaching, mentoring and in leadership development.

Here's an example that will give you an idea of how competency identification can make a difference.

Have you read a job announcement that said the applicant must have 'good interpersonal skills'? Often these skills are identified as important in many jobs. But have you wondered what this really means? What do these skills actually look like? *The answer is 'it all depends on the job!'*

If you were applying for a position that serves as the front line for public complaints, interpersonal skills would obviously be important. But beyond that, what *specific* aspect of 'interpersonal skills' will you need to possess to be successful in this position? In this case, your ability to deal with frustrated or angry clients and managing and resolving conflict would be critical. Being a person who works well with differences and remains calm under pressure would be very important as well.

On the other hand, 'interpersonal skills' for an outreach liaison position might focus more on your ability to establish and maintain long-term working relationships.

On its face, the skill is the same but how it manifests in the particular job is very different.

By using a competency based approach we can identify and fine tune, in specific behavioral language, the skills needed to meet our program and Department needs and incorporate them into our human resources activities. As an applicant, you will have a clearer picture of the skills being sought. As a supervisor, you will be able to better articulate the exact skills you need.

So far our position descriptions and job announcements haven't changed? What can we expect?

As an applicant, the first place you will notice a difference is in how the *job announcements* are written. They will be a little less "stiff" and more user friendly.

Sample

Another place you will see a change is in the way the *position description* is written. We have revamped our *position description* format so it is a more meaningful, comprehensive and efficient document.

Sample

This newly designed PD will be a tremendous aid to you in preparing to compete for positions.

Another place for change will be within the *civil service exam*. In addition to the technical background you expect to provide, you will also be asked to assess yourself in a few of the key managerial competencies determined to be critical to job success. Usually the exam will cover three or four different areas in total.

Sample

You will also experience a change at the *interview stage*. The interview process will be designed to focus primarily on the managerial and interpersonal competencies needed by the jobholder rather than asking you to recite your employment history or answer a battery of situational or hypothetical questions.

Finally, your *references* will be asked to talk about your qualifications and provide examples of the necessary competencies.

For supervisors, the assigned Human Resources (HR) Specialist will work with you to identify appropriate jobholders, stakeholders and customers to assess the managerial and interpersonal competencies for your vacancy and he or she will facilitate the assessment process to completion. Once you, your management team, and others who need to be involved agree that the competencies are valid and appropriate, the HR Specialist will collaborate with you in developing an over-all staffing plan and finalizing a competency based position description. This plan will clearly outline which competencies will be assessed within particular aspects of the over-all hiring process (i.e. within the civil service examination, within the

interviews), and cross-checked within the reference checking process. You will identify raters and interviewers as well.

The HR Specialist also will collaborate with you on designing a solid civil service exam that reflects the competencies needed and incorporates the appropriate weights for them within the benchmarking system. Further, the HR Specialist will assist you in developing a behavior-based interview with benchmarks. A special competency based interview guide has been written to provide more in-depth assistance in how to successfully design a behavior-based interview process and to help you feel more comfortable with the process.

Finally you will be given a template for reference checking to help you tailor the process to the skills you need and will want to validate from the information provided during the interview stage.

How will the interview process change?

As an applicant or as a hiring supervisor, you probably have experienced a "structured" interview process. Structured interviews characterized by questions that are designed to measure specific dimensions of the job, are asked of all candidates and have pre-established benchmarks. In making the transition to a competency based hiring system, we will continue to use structured interviews. However, the focus of the employment interview will shift from what now tends to be technically oriented, organizational-focused knowledge or hypothetically oriented sets of questions to that of *behaviorally* focused interviews. (We will continue to test for technical competencies in our civil service examinations, resume screens and other reviews during job simulations and reference checking.)

In a behavior focused interview, the underlying philosophy is that past behavior is the best predictor of future performance. This means we will shift the interview away from hypothetical situations and technical knowledge, allowing applicants to describe their employment by way of 'stories' regarding what he or she has done in the past, drawing on their actual experiences. The experiences can come from all kinds of settings including work done with service organizations or volunteer work. In this way, the applicants will have the opportunity to demonstrate the specific competencies we are seeking. The interview will move away from providing knowledge by reciting what the applicant theoretically might do in a given situation, or what they think the interviewers want to hear. In short, the competency based, behavior-focused interview can not be 'aced' so to speak, because it requires the applicants to reveal more of himself or herself rather than rehearse 'canned' answers. It is less a matter of what they know, and more a matter of who they are and how they approach their work.

For many applicants, this has been a more refreshing, natural and meaningful way to interact with the interviewers, allowing them to sell themselves in a more natural way and to learn more about the job itself. For interviewers, it is a more helpful way to assess qualifications because it is less rigid, goes deeper, and allows the applicants to be more authentic and less rehearsed.

Here's an example of how a competency is used in a job interview.

Imagine that you are filling a position or applying for a position that requires that the jobholder must be able to exercise "independent judgement" as one of the key managerial competencies.

From the Position Description, this competency will be defined so that the applicant and the interviewers understand what is meant by the term. This example has been somewhat simplified but here's how it would look.

Independent Judgment

Definition: Uses discretion in interpreting DNR's procedures to make decisions in ambiguous situations.

Behavioral Indicators (These would be built into the benchmarks or measuring criteria and would also be used within the reference checking process to get a clearer read on this particular competency.)
✓ Performs well with minimal supervision.
✓ Attempts to handle issues independently rather than passing them on.
✓ Uses supervisor as a resource but acts independently most of the time.
✓ Demonstrates the ability to build learning and draw inferences from difficult experiences.

Ideas for Possible Interview Questions
❖ Describe a situation where you had to arrive at a quick conclusion and take action.
❖ Tell us about a situation in which you had to make a decision on your own under pressure.
❖ Give us a time when you had to rely on your own judgement to make a decision.
❖ Tell us about the most difficult decision you've had to make in your job. What made it difficult?

As an applicant, can you provide me some tips on how to prepare for this kind of interview?

The key to success in this type of interview is to be able to demonstrate that you possess the competencies needed to be successful in the job you are seeking. Think about this not just during the interview but through every step of the process. Preparing for this type of interview goes beyond what you know, the training you've taken, or what jobs you've held. In other words, don't take a rear-view mirror approach to your civil service examination or your interview. That is, a 'here's where I have been' kind of approach, expecting the raters and interviewers to figure out what it all means or whether or not you are a good fit. This is your job.

In preparing for any interview (or job change in general), it is important to reflect upon your values, interests, and goals. Where is the real meaning for you in your work? It also means having clarity about where you see yourself in the future, how your past experiences have prepared you along the way and what success means *to you,* not as defined by anyone or anything else. The more self-knowledge and awareness you have and the more self-reflection you have done, the easier a competency based process will be for you. Some positions will undoubtedly 'call your

name', and for others you will have an inner knowing they are not a good fit for who you are and what inspires you to do your best work.

> View a few good self-assessment tools to get you started (all tools you can do on your own):
>> Values Clarification Exercise
>> Skills & Interest Inventory
>> Teams Skills Exercise

In practical terms, use the Position Description to help you prepare. It's your road map. Review the competencies and begin to identify stories or examples in your life that you believe demonstrate the competencies listed. Often one situation actually embodies a number of different competencies. Think about what role you played. How did you contribute? If there was failure in some way, what did you learn? What were the results? Your responses will be evaluated for their quality, relevancy, and your ability and thoughtfulness in effectively showing how you possess the needed competency. Your examples don't have to be monumental, consistently successful (some of the best learning comes from so-called 'failures') or life changing, but they should be clear and speak to the competencies sought.

Other suggestions include talking to colleagues and others you trust and respect to help you assess your competencies in all three areas (technical, managerial, and interpersonal). Look at your performance reviews to inventory your achievements and to identify areas you are working on for improvement. What do your accomplishments suggest about your competencies? Have you done peer reviews? What might this tell you in terms of your skills and strengths? There are many books written on the subject of interviewing. Use them to identify potential question areas. If you're the type of person who gets extremely nervous about interviewing, practice and role-play with someone you trust so you get comfortable talking about yourself, especially out loud. A little practice can take some of the edge off.

Go into the interview with the mindset of being an equal partner in the process, not a passive applicant wondering what might happen. You will want to sell yourself but you may also need to answer the question, 'Is this position really right for me?' Listen carefully to the questions you are asked. In some cases you will get some of them in advance. Every question measures one or more job dimension and competency. Can you discern what the essence of that question is so you can put your best self forward? Be who you are and trust yourself completely. Trust that the process has been designed to help you to shine and realize that everyone is rooting for you.

In Closing

Sooner or later you will encounter an aspect of a competency based human resources activity as an applicant, a hiring supervisor, someone who can assess the skills needed for success in a given position, or as a learner. We hope this information has provided you with a practical foundation as we build better human resources practices and align them with our organizational goals. Together we will discover what really makes a difference in how we do our jobs.

Competency Assessment Tool for Customers & Stakeholders
Department of Natural Resources
March, 2002

The Department of Natural Resources (DNR) is in the process of filling the following position:

Because of your relationship to this position, either as a customer or stakeholder, it is important to understand your expectations regarding the quality of service you are provided. From your perspective, *what does this job look like when it is being done right and performed well?*

Within this document you will find several statements that describe different aspects of good service. Please select **up to 8** that reflect what is most important to you when you interact with the person in the position. *Keep in mind, there are no right or wrong answers.* It might help to think about the times when you received exceptional service or were particularly pleased with the response you received when interacting with department staff at this level in the organization. Or, on the other side of the coin, think about when you have been displeased or otherwise witnessed job failure. Within either of these cases, what did you think or observe as the cause? It is suggested that you read through the entire list first, then go back and make your choices.

It is important to me that the person in this job:

1._____is self-confident, has faith in and relies on his/her own knowledge and skills and displays comfort and confidence when interacting with me.

2._____understands the big picture.

3._____has a sense of humor!

4._____talks with me in a clear, helpful and understandable manner.

5._____can do many things well at once.

6._____delivers accurate work.

7._____understands the consequences, risks, or implications of different solutions.

8._____can stand up to criticism when making unpopular decisions.

9._____doesn't make assumptions.

10._____can explain the reasoning behind tough decisions.

11._____remains calm under pressure.

12._____is willing to try new things, new ideas, and take some chances.

13._____supports team decisions even if not in total agreement

14._____responds to change quickly and shifts gears smoothly or reevaluates decisions when presented with new information.

15._____is thorough in terms of details and quality.

16._____is resourceful.

17._____initiates appropriate actions and follows thorough without prompting or close supervision.

18._____is a quick study and a fast learner.

19._____uses tact when dealing with sensitive issues and personalities.

20._____gets input from other sources; knows what he/she doesn't know.

21._____resolves conflict in a straightforward and timely way and is willing to bring conflict out in the open.

22._____enjoys his/her work, finds it challenging, and likes solving problems.

23._____is tenacious and persistent in completing things even when there are difficulties or resistance.

24._____follows the professional standards of business conduct and is ethical.

25._____uses sound professional judgment in his/her analyses and decisions.

26._____does not try to force people or results.

27._____is energetic and can make things happen.

28._____makes equitable decisions, clearly based on objective criteria rather than personalities.

29._____asserts his/her beliefs and opinions even in the face of pressures or opposition.

30._____is comfortable working alone on a difficult or challenging assignment.

31._____will take action before directed to or forced by external events.

32._____recognizes sensitive information and keeps it confidential.

33._____shares with me meaningful information at appropriate times.

34._____anticipates challenges, opportunities and is future oriented.

35._____listens to me and asks me the right questions.

36._____retains focus on priorities in difficult situations.

37._____demonstrates personal integrity and high ethical standards working with me and will honor commitments made.

38._____readily integrates changes midstream into the work.

39._____is a self-starter that is driven to succeed.

40._____celebrates and takes pride in team accomplishments.

41._____has a good professional image in terms of how he/she dresses, speaks, and acts.

42._____creates new ideas or improves existing ideas, products and services by challenging assumptions and thinking outside the box.

43._____demonstrates respect for others and promotes an atmosphere of trust, safety and openness.

44._____deals positively with failures and mistakes and treats them as opportunities for learning.

45._____wants to learn new things and is open to different ways of doing things.

46._____can overcome potential stumbling blocks and is willing to do whatever it takes to "get it done."

47._____recognizes when to wait for new developments or information.

48._____is able to improvise, identify new options and develop alternatives 'on the fly'.

49._____is willing to goes beyond the call of duty when needed and is not afraid of hard work.

50._____has a positive 'can-do' attitude and encourages others to sustain interest and involvement.

51._____is cooperative and collaborative.

52._____anticipates "turns of events" and will take action to avoid negative consequences.

Other:

Is there anything missing that you think is important to add or a response you wish to clarify?

Thank you for your input and time. Your views will be carefully considered as we fill our vacancy. .

Competency Assessment Tool for Job Holders and Subject Matter Experts
Department of Natural Resources
March, 2002

You have been recommended to assist us in the filling of the following position within the Department of Natural Resources (DNR):

Your feedback will be used in combination with that of your peers to develop what are called 'competency profiles' for various positions within the agency. In addition to the technical knowledge needed for all positions, a competency profile describes what relevant behaviors, skills and personal attributes a person needs to possess for a given position in order to be successful <u>and</u> perform at an exceptional level. The overarching goal in identifying key competencies for particular positions is to hire, promote, reward and replicate the selected behaviors to the fullest extent possible at all levels of the organization.

<u>Instructions for Identifying Organizational Capabilities</u>

In this section you will be provided several types of organizational capabilities along with their definitions and corresponding attributes or abilities. For every position, the job holder needs a very specific set of skills and abilities that will translate into success and achievement. Likewise, if these skills are found lacking or undeveloped, the result can be job failure or poor performance, no matter how much 'technical know-how' the job holder actually has.

For this position, select **up to 8** skills that are needed to perform at an exceptional level. As you read through the list you will probably be attracted to many, if not all, of the skills listed and will want to select them all! In order to assist you, we suggest you first review all of the skills; then think carefully about the exact nature and role of this particular position and your observations and experiences with it—either as the job holder, supervisor or stakeholder. You should refrain as much as possible from selecting your personal preferences.

It might help to ask yourself the following questions,
- *"What are the skill and abilities of the most successful people who hold or have held this position,*
- *Or, if applicable, what makes me successful in this job?*
- *"What does a person in this position need to do on a regular basis to succeed?"*
- *Or, when there has been job failure or poor performance, what has been the cause, in specific behavioral terms?*

Keep in mind the DNR's over-all mission and goals as well as the kind of organizational culture we want to develop. Also think about your program's current strategies, direction, challenges, and growth areas. Please place a check by your selections:

___1. Big Picture Thinker
Understands and clarifies all of the forces (internal and external events, entities and people) that are affecting or are being affected by, the situation at hand. Has the ability to understand the abstract. Thinks in terms of whole systems and complex interrelationships. Has ability to synthesize large, disparate bodies of information.

___2. Innovator
Taps natural resources trends and market developments to anticipate and respond to current and future business needs and market opportunities. Understands and communicates innovative strategies to others. Commits to new approaches at the beginning of emerging opportunities. Has ability to demonstrate entrepreneurial risk taking as necessary. Takes chances and embraces challenges, seeing them as opportunities for personal and DNR improvement. Takes independent action to meet critical business objectives, while balancing the uncertainty of a situation with common sense. Is creative in bringing forward new ideas or improves existing ideas, products and services by challenging assumptions and thinking outside the box.

___3. Champions Change
Values and actively promotes change as a necessary business function. Acts as an advocate for other change agents within the DNR.

___4. Champions Succession Management
Knows the key roles in the organization for which successors must be identified (including own role). Knows who the high potential employees are across the DNR. Invests considerable time and resources into planning for the development of the best people.

___5. Deals with Ambiguity with "Know-How" & Common Sense
Pushes forward in the face of uncertainty and is willing to commit to a course of action despite conflicting or ill-defined parameters or lack of all the facts. Takes independent action to meet critical business objectives, while balancing the uncertainty of a situation with common sense. Logically and thoughtfully sorts through ambiguity and alternatives with rigor and discipline that crystallizes ideas for action.

___6. Develops/Executes Strategic Plans
Uses planning methods to assess work opportunities and barriers. Develops short and long range plans to meet goals.

___7. Effective Communicator
Drives free flow of timely and accurate information and communication throughout the agency. Effectively communicates and relates to a broad range of people internally and externally. Articulate. Presents ideas in a clear, persuasive manner.

___8. Keeps Commitments
Evokes trust from others by keeping commitments, recognizing individual contributors, setting a personal example and building shared goals, values and vision. Can be driven when situation calls for it**.** Perseveres, sacrifices (when necessary) and expends high degrees of energy to reach high levels of performance. Is known to be honest. Demonstrates personal integrity and high ethical standards in all transactions.

___9. Puts Customers First
Strives to create the most value for the customer (internal and external) which results in mutual long-term success. Demonstrates dedication to meeting the expectations and requirements of customers.

___10. Strategic Thinker
Anticipates future needs and identifies potential options and constraints; critically evaluates information to promote the most effective position. Thinks through the implications of decisions and actions on people, organizational components, partners and customers.

___11. Visionary
Expresses a clear vision for future business opportunities and creates linkage between current and future activities. Identifies new business/performance opportunities for the DNR by being future oriented. Anticipates strategic challenges and opportunities. Communicates a vision and an interest in the DNR's future.

___12. Acts as a Coach/Mentor
Establishes formal and informal relationships with others to provide feedback, information, support and resources to help them develop new or higher levels of skill and ability. Empowers others to reach higher levels of performance through trust, delegation, participation and coaching.

___13. Builds Teams & Is a Team Player
Builds constructive and effective relationships with colleagues at all levels. Advises and collaborates with others to develop a stronger team and enhance team spirit. Sees team as a vehicle to achieve agency goals. As a team player, works cooperatively with others toward accomplishment of a shared goal as opposed to working separately or competitively. Leverages own strengths and demonstrates understanding of weakness in order to most effectively contribute to a project. Reinforces the team concept through all actions.

___14. Builds Trusting Relationships & Partnerships
Builds and effectively utilizes relationships and influences informal networks to achieve goals. Shares knowledge and builds trust with colleagues, superiors and employees. Can be discreet when situation demands. Uses tact when dealing with sensitive issues and personalities. Recognizes sensitive information and keeps it confidential.

___15. Values Diversity & Is Cross-Culturally Sensitive
Adjusts own behavior, style or approach as appropriate in order to have an effective relationship with others who have different values, cultural styles or perspectives. Works effectively in groups where there is diverse membership. Demonstrates sensitivity to individual differences. Views differences as an asset and maximizes diversity for competitive advantage.

___16. Demonstrates Emotional Maturity
Masters emotions and copes with stress in a way that instills confidence. Motivates, and enhances group effectiveness. Has the ability to maintain a balanced lifestyle. Maintains personal stability by attempting to give equal weight to both personal and work life.

___17. Demonstrates Respect for Others
Shows respect and appreciation for the ideas and contributions of others. Thoughtfully considers the opinions of others. Has ability to exercise patience. Recognizes when to wait for new developments or information. Does not try to force people or results. Treats mistakes as opportunities for learning rather than blame.

___18. Develops People & Manages Staff Talent
Views people, their knowledge, their skills and talents as the DNR's core assets. Creates the structure and possibilities that allow employees to continuously upgrade their capabilities. Creates development opportunities for others. Knows how to employ, deploy, and shape the talents of others over the longer term.

___19. Establishes Presence/Inspires
Brings an authentic sense of self to interactions while sustaining a high degree of focus, energy, and openness towards others. Can inspire others through a positive 'can-do' attitude. Encourages others to sustain interest and involvement through a task or project.

___30. Effectively Manages Change
Adapts to and thrives in times of internal and external change. Helps others adapt and remain effect. Has the ability to be flexible. Responds to change quickly. Changes personal, interpersonal, and professional behavior quickly based on the needs of a project, customer or situation. Reevaluates decisions when presented with new information. Readily integrates changes midstream into work processes and outputs.

___31. Fosters Information Sharing
Builds systems and discipline that democratizes information, removing control and privilege around information. Focuses information on serving the front-line managers where decisions can have impact.

___32. Influences Others
Expresses own ideas and persuades others. Gains support and commitment from others and mobilizes them to action. Has a thorough understanding of the implications of managerial actions.

___33. Leverages Resources & Is Resourceful
Identifies, aligns, and optimizes resources in boundary-less ways. Promotes organizational learning. Is resourceful. Readily adapts to changing circumstances. Able to improvise, identify new options and develop alternatives 'on the fly'.

___34. Aligns work with DNR Strategies & Goals
Uses understanding of the DNR's strategy and changes in the business context, as well as experience and expertise, to ensure optimal joining or linking up of ideas, projects, or plans in the work environment, the market, and the community.

___35. Process Oriented
Increases overall learning and performance by designing, implementing, and/or connecting critical work processes. Takes steps to make sure that new ideas are integrated with established procedures and processes. Assures successful implementation by connecting processes and seeing that key staff are involved.

___36. Results Oriented
Is willing and able to be competitive and take risks in growing the DNR's credibility and success, while holding self and others accountable. Seeks to accomplish critical tasks with measurable results. Personally strives for excellence in performance by surpassing established standards.

___37. Confident Presenter
Conveys poise, clarity and self control in stressful, ambiguous, and emotionally demanding situations. Builds credibility and rapport through honest and direct communication. Gives concise presentations that capture the interests and addresses the needs of the audience. Presents a good professional image through dress, speech, and actions with a demeanor that inspires confidence in the individual and the DNR program he/she represents. Has ability to be self confident. Has faith in and relies on own knowledge and skills. Exudes self-assurance, poise and a clarity of conviction that is compelling, convincing and reassuring.

___38. Demonstrates Courage
Confronts problems early on, drives hard on difficult issues and takes a firm stand in the face of controversy. Shows willingness to engage and act when personally at risk. Has ability to actively assert beliefs and opinions. Is willing to express what is on his/her mind in the face of external pressures or opposition, without becoming disrespectful. Believes in own capability to accomplish tasks and select effective courses of action.

___20. Manages Conflict
Approaches conflict in a constructive manner, refraining from personal attacks and excessive emotions. Monitors own and others' viewpoints. Calm. Shows sound judgment under pressure. Retains focus on priorities in difficult conditions. Uses humor appropriately to relieve tension.

___21. Perceptive
Reads the emotions and thoughts of others through the use of insight, empathy, and analytical skills.

___22. Practices Inquiry
Seeks the other's perspective in recognition of his or her own limited perspective and as an acknowledgment of the other as a source of information, value, wisdom, insight and unique experience.

___23. Provides Clarity
Works to ensure that roles and responsibilities as well as the value they provide are well communicated. Ensures that individual team members understand objectives and measures for every project and team initiative.

___24. Recognizes/Celebrates Achievement
Celebrates people and shares their success with others, cheers key values; creates social support rituals, and becomes personally involved.

___25. Walk the Talk with Integrity
Conducts business transactions with honesty and professional ethics. Seeks to achieve results that are in the best interest of the DNR. Models and reinforces behavior in self and others. Demonstrates fairness. and respect for others. Makes fair decisions, clearly based on objective criteria rather than personalities.

___26. Builds Effective Networks
Utilizes own networks and relationships across the organization to break down barriers between functions and/or work units to accomplish work and focus on customers more effectively; maintains frequent contact with key players across the organization and within the program/region/unit; manages relationships by creating 'win-win' opportunities and seeks mutual benefit for all individuals involved.

___27. Continually Improves for Excellence & Learning
Recognizes the danger of becoming wedded to internal processes and status quo thinking. Establishes practices designed to question 'the conventional thinking". Works to achieve partner/customer benefit and to increase the long term value of the agency by maintaining high levels of individual and agency performance. Is learning oriented. Expresses a commitment to continuous and productive organizational learning and lives that commitment by constantly learning.

___28. Effective Decision Maker
Makes timely and sound decisions. Integrates information and perspectives from colleagues to make reasoned, educated decisions. Calculates and evaluates the long-term consequences of decisions. Can be an analytical thinker that works to understand a complex situation, issue, or problem by breaking it down into smaller pieces. Traces its implications or consequences by using a step-by-step approach.

___29. Effective Negotiator
Effectively reaches understandings and agreements with a broad range of people internally and externally. Uses facts and argument to create a meeting of the minds among the stakeholders with different viewpoints. Finds common ground to accommodate the conflicting needs and wants of different stakeholders. Persuasively uses relevant data to gain sponsorship or buy-in from others.

___39. Effective Problem Solver
Employs analytical abilities, pragmatism, and other tools to resolve complex problems in a variety of contexts. Is accurate in consistent delivery of technically proficient work. Demonstrates sound professional judgment in analyses and decisions. Can be an analytical thinker that works to understand a complex situation, issue, or problem by breaking it down into smaller pieces. Traces its implications or consequences by using a step-by-step approach. Enjoys challenging work by showing enthusiasm for technical and intellectually complex tasks and solving problems.

___40. Financial "Know-How"
Possesses financial savvy and demonstrates the ability to foster and lead cost-efficient initiatives without sacrificing quality or core values. Knows how to manage, deploy, and leverage capital (both internally and externally).

___41. Organized & Focused
Uses well -reasoned judgment in effectively planning and setting of appropriate work priorities and managing over-all workload responsibilities. Prioritizes tasks, sets milestones, sequences activities, divides tasks among others as needed and sets a reasonable pace. Sustains focus and is persistent and tenacious in the face of any difficulties or resistance encountered. Coordinates realistic time frames and delivers products and services in a timely manner.

___42. Possesses Mental Discipline
Logically and thoughtfully sorts through ambiguity and alternatives with a rigor and discipline that crystallizes ideas for action**.** Can be detail –oriented if needed. Shows concern for the quality and thoroughness of work from inception to completion. Doesn't make assumptions.

___43. Strong Service Orientation
Maintains friendly and helpful demeanor with customers through busy cycles and repetitive needs and questions. Is energized by being around people. Understands the DNR's product and services and can articulate their value. Understands his/her role in relationship to the DNR's mission. Uses knowledge of DNR's products and services to develop customer service improvements and deliver high quality service.

___44. Takes Action & Shows Initiative
Reacts quickly and decisively to changing business conditions, while at the same time paying attention to thoroughness and quality. Independently motivated to takes action to meet critical agency/program/unit goals. Sets and monitors own objectives and standards. Is a self-starter that is driven to succeed. Initiates appropriate actions and follows thorough without prompting or close supervision. Demonstrates strong work ethic. When needed, puts in the hours necessary to complete the tasks at the highest level of quality possible. Displays the stamina necessary to work an irregular, demanding schedule.

___45. Technologically Inclined
Understands and uses different technologies and tools to increase productivity and improve efficiency of products, projects and services.

>>>

Thank you for your thoughtful responses. If you have any clarifications or additional comments, please feel free to note them on the other side of this page.

Name (Optional)_____ Working Title_____

Wisconsin Department of Natural Resources' Division of Forestry
Forester Recruitment (20 vacancies)

Contact: Stephen Janisch
Wisconsin DNR, Human Resources Bureau
P.O. Box 7921
Madison, WI 53707-7921
Phone: 608-266-7318 (Voice) 608-261-4930 (TTY)
Email: janiss@dnr.state.wi.us
Websites: http://www.dnr.state.wi.us/employment/

The Wisconsin Department of Natural Resources' Division of Forestry is excited to initiate recruitment for the 2002 Forester Class. Department of Natural Resources Foresters provide a wide range of high quality forest and fire management services as part of its nationally recognized and integrated Forestry program.

Duties include a variety of activities related to private and public lands management, Forest Tax Law implementation, forest fire management activities, and public outreach, education and awareness.

Salary: $29,491 per year with excellent benefits. Periodic adjustments will occur over the first three years to $37,125. An 18-month training and probationary period is required during which time you will move throughout the State of Wisconsin experiencing all facets of the forestry program and forest cover types.

Desired Background: A degree in Forest Management or its equivalent in professional forestry training and experience.

We are seeking individuals who have a strong service ethic and display a 'can-do' attitude in communicating with a variety of customer groups in promoting sustainable forestry. Applicants should be motivated self-starters who demonstrate integrity, the ability to build trusting relationships and are committed to the highest professional standards. We are looking for individuals driven to success and making a difference within their communities. Join a team of professional employees dedicated to sustainable forestry!

Application materials must be received in the DNR's Human Resources' Office no later than 4:30 p.m. on November 26, 2001 with an anticipated start date of June 3, 2002.

We are an Equal Employment Opportunity Employer Operating under an Affirmative Action Plan.

DEPARTMENT OF NATURAL RESOURCES

Title & Classification: Forester

Purpose of the Position: Provide forestry management services to private landowners, state, and county owned properties. Provide fire management services to include suppression, pre-suppression and training; on federal, state, county and private lands.

Role the Position Plays in the Organization: The primary role of this position is to provide high quality forestry and fire management services.

Location, Position's Geographic Scope and Travel Requirements: The incumbent in this position will be assigned to a primary training station for 18 months, during which time they will be mentored by a senior forester in the State of Wisconsin's forestry and fire management practices. Short term training assignments, of up to three weeks at other locations, will allow in-depth exposure and training in Fire Suppression and Prevention, Private Lands Management, State Lands Management, County Forest Management, Urban Forestry, and Forestry Policy and Administration.

Scope of Authority: This position is supervised by the Forestry Recruitment and Hiring Coordinator, located in Madison. Day to day direction, guidance, and mentoring is provided by a senior field forester who works collaboratively with the Supervisor to support the Forester during the first 18 months on the job.

Responsibilities and Accountabilities

20%   Private Forestry Program
        Analyze private woodlands for needs and make forestry recommendations. Cruise woodlands volume, mark or designate timber for harvest or intermediate cutting and advise landowners of forest products markets. Analyze soil and site factors making recommendations for site preparation, species and planting methods for proposed tree-planting areas. Approve needs and mark forest stands for federal cost share payments.

20%   Fire Management Program
        Provide fire suppression action including initial attack and incident command on reported fires as required. Investigate fires to determine if reportable or non-reportable and suppress all reportable fires. Assist in establishing an Incident Command System on large or project fires and maintain direction of fire control efforts until relieved. Investigate fire cause and prepare necessary reports and suppression bills. Issue and inspect regular, seasonal and broadcast burning permits. Assist with the fire prevention program outlined in the fire control work plan. Assist in fire control administration, prevention, and ranger station maintenance procedures.

15%   Forest Tax Law Programs
        Advise landowners of forest tax law requirements, examine applications and search courthouse records for land ownership, acreages and zoning. Make field examinations of land and prepare timber inventories, timber type maps and forest management plans. Perform work in accordance with forest tax law administration procedures and reporting requirements.

15%   Public Education and Awareness
        Provide resource education to local schools, adult and youth groups. Provide assistance and advice to local governments, school districts, other departments and agencies to help accomplish their goals. Provide forest management on school and community forests through public communications and meeting facilitation.

professional judgment in analyses and decisions. Can be an analytical thinker that works to understand a complex situation, issue, or problem by breaking it down into smaller pieces. Traces its implications or consequences by using a step-by-step approach. Enjoys challenging work by showing enthusiasm for technical and intellectually complex tasks and solving problems.

Results Oriented
Is willing and able to be competitive and take risks in growing the DNR's credibility and success, while holding self and others accountable. Seeks to accomplish critical tasks with measurable results. Personally strives for excellence in performance by surpassing established standards.

Strong Service Orientation
Maintains friendly and helpful demeanor with customers through busy cycles and repetitive needs and questions. Is energized by being around people. Understands the DNR's product and services and can articulate their value. Understands his/her role in relationship to the DNR's mission. Uses knowledge of DNR's products and services to develop customer service improvements and deliver high quality service.

Knowledge

Upon Appointment:

Degree in general forestry or forest resource management or its equivalent in professional forestry or related natural resources work experience.

Silviculture and forest management principles and procedures including protection, utilization, economics, inventory analysis, recreation aesthetics and sociology.

Creative approaches to the protection and enhancement of natural resources.

Basic personal computer skills.

Effective communication skills.

Physical Requirements and Environmental Factors

Strength requirements for the position are on a continuum:

Sedentary work (exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently) about 55% of the time during the course of the year.

Light work (exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently) about 25% of the time during the course of the year.

Medium Work (exerting up to 20-50 pounds of force occasionally and/or up to 25-50 pounds of force frequently) about 10% of the time during the course of the year.

Heavy Work (exerting up to 50-100 pounds of force occasionally and/or up to 25-50 pounds of force frequently) about 10% of the time during the course of the year.

Physically, the position requires bending at the waist, kneeling, crouching, climbing, balancing, lifting, carrying, pushing, pulling, reaching, handling, fingering, sitting, standing, talking, hearing, seeing (clarity of vision at 20 feet or more, clarity of vision at 20 inches or less, and the ability to distinguish colors), walking on foot.

Environmentally, the position has cycles with the fire season being in March, April, May, October and November. Depending on the time of year, activities occur inside and outside in equal amounts, the employee will be exposed to extreme cold (temperatures below 32 degrees for periods of an hour or more), extreme heat (temperatures above 100 degrees for periods of more than one hour). There may be situations involving sufficient noise to cause the trainee to shout in order to be heard, exposure to vibrating movements of the extremities or whole body. There may be exposure to hazards such as bodily injury (proximity to mechanical parts, electrical current, etc.) and/or exposure to conditions that affect the respiratory system or the skin, such as fumes or odors.

Equipment Used in Performing in the Position

4x4 Fire Truck; chainsaw; two-way radio; cell phone; GPS (Geographic Positioning System) units shovel; fire rake; drip torch; portable pumps; back cans; hoses and nozzles; clinometer; cruising stick; diameter tape; increment borer; computer including word processing, spreadsheet, data base, GIS, Arcview, weather data collection, and multimedia presentations software; hand-held data recorders.

Competency Examination Question Sample

Describe at least two situations (work place or volunteer) where you have influenced the outcome or direction of a product, policy or the way others dealt with an issue. Within your response, be sure to include the following:

- ✓ The background of the situation
- ✓ The process used to gain support or reach a decision
- ✓ How you dealt with the pros and cons
- ✓ How you involved others
- ✓ The final result of the situation.

VALUES CLARIFICATION

(1) Check the ten values you are most committed to in your life. (2) In column "A" prioritize your top ten 1-10 ("1" highest) (3) In column "B" rank your top ten according to your behavior (1 highest). How fully do you live/honor this value?

CHECK	VALUE	A	B
	Accomplishments/results		
	Achievement		
	Adventure/Excitement		
	Aesthetics/Beauty		
	Altruism		
	Autonomy		
	Balance		
	Clarity		
	Commitment		
	Community		
	Completion		
	Connecting/Bonding		
	Creativity		
	Emotional health		
	Faith		
	Freedom		
	Forgiveness		
	Fun		
	Harmony		
	Honesty		
	Humor		
	Independence		
	Integrity		
	Intimacy		
	Joy		
	Leadership		
	Loyalty		
	Mastery/Excellence		
	Nature		
	Openness		
	Orderliness/Accuracy		
	Partnership		
	Personal Growth/Learning		
	Power		
	Privacy/solitude		
	Relationship		
	Recognition/Acknowledgment		
	Risk taking		
	Romance/Magic		
	Security		
	Self-Expression		
	Sensuality		
	Service/Contribution		
	Spirituality		
	Trust		
	Vitality		
	Wholeness		

VALUES CLARIFICATION

The following exercise is designed to help you get clarity on what values you hold as important.

1) Describe a time when life was good; be as specific and as detailed as you can—what was happening, who was involved; how were you feeling?

_____
_____
_____
_____

What values were being honored?

_____

2) Describe a time when you were very upset, things were not going well, or you were having a problem with someone; be specific about the details.

_____
_____
_____
_____

What values were not being honored?

_____

3) What have you ALWAYS handled? (i.e. I always pay the bills on time.)

_____

What values does this honor?

_____

4) I am most alive and energized when I am
honoring_____
(insert one or more values in the blank.)

5) What quality MUST you always have in your life?

_____

6) What are you known for in your circle of friends/family (i.e. what qualities would they say most accurately describe you? i.e. perfectionist supportive, maverick, easy-going etc.)

What value(s) does this represent?

_____

Skills & Interests Inventory

****

Review the following skills & interests and select the ones that you particularly enjoy **and** are very good at performing. Then go back and select the skills & interests that you particularly are interested in developing further. As you review the list, pay attention to how the interest 'grabs you' and go with your gut. If it doesn't hit you one way or another, just move on. Now go back and get your list paired down to a total of **12**. Tally them by adding up how many you have in each of the four columns, working down the page, left to right.

****

Planning	Assembling	Administrating	Budgeting
Summarizing	Desktop Publishing	Negotiating	Recording
Questioning	Operating	Supervising	Auditing
Developing	Drafting	Counseling	Forecasting
Writing	Constructing	Appraising	Analyzing
Designing	Testing	Selling	Researching
Inventing	Working w/Tools	Advising	Editing
Innovating	Inspecting	Consulting	Computing
Recommending	Maintenance	Serving	Categorizing
Connecting	Sorting	Organizing	Arranging
Drawing	Examining	Coordinating	Collecting
Problem Solving	Growing Things	Collaborating	Correlating
Creating	Producing	Teaching	Balancing

_____   _____   _____   _____

Total #   **Total #**   **Total #**   **Total #**

See the next page to interpret your interests and to learn how to use this assessment.

15%   <u>Public Lands Management.</u>
Perform forest reconnaissance and management updates on state lands, timber sale establishment, and administration of state properties. Assist with tree planting and cultural operations on state lands. Assist in all facets of the public forest administrative procedures.

5%   <u>Administration</u>
Complete and submit the required monthly, quarterly, and annual reports. Act as Department liaison with local Social Conservation Service, LCC, ASCS, other committees, and county boards. Provide woodland management recommendation for Soil Conservation Service farm plans. Collect and assemble information for periodic and special reports as required. Advise and assist wood-using industries with source of supply information and in developing new markets and products.

5%   <u>Timber Sales</u>
Establish timber sales on county forests by cruising and marking trees and developing sale plans.

5%   <u>Cooperation and Related Duties</u>
Assist other governmental units and other department programs in conservation related areas as needed and assigned. Ensure knowledge of forestry programs and their integration with other department programs.

Competencies: Knowledge, Skills and Abilities

Skills and Abilities

Builds Trusting Relationships & Partnerships
Builds and effectively utilizes relationships and influences informal networks to achieve goals. Shares knowledge and builds trust with colleagues, superiors and employees. Can be discreet when situation demands. Uses tact when dealing with sensitive issues and personalities. Recognizes sensitive information and keeps it confidential.

Organized & Focused
Uses well-reasoned judgment in effectively planning and setting of appropriate work priorities and managing over-all workload responsibilities. Prioritizes tasks, sets milestones, sequences activities, divides tasks among others as needed and sets a reasonable pace. Sustains focus and is persistent and tenacious in the face of any difficulties or resistance encountered. Coordinates realistic time frames and delivers products and services in a timely manner.

Effective Decision Maker
Makes timely and sound decisions. Integrates information and perspectives from colleagues to make reasoned, educated decisions. Calculates and evaluates the long-term consequences of decisions. Can be an analytical thinker that works to understand a complex situation, issue, or problem by breaking it down into smaller pieces. Traces its implications or consequences by using a step-by-step approach.

Effective Communicator
Drives free flow of timely and accurate information and communication throughout the agency. Effectively communicates and relates to a broad range of people internally and externally. Articulate. Presents ideas in a clear, persuasive manner.

Effective Problem Solver
Employs analytical abilities, pragmatism, and other tools to resolve complex problems in a variety of contexts. Is accurate in consistent delivery of technically proficient work. Demonstrates sound

Skills & Interests Inventory Interpretation

As you may have gathered, each column reflects skills & interests areas that have a common link. Starting from the left to the right:

- Column One's skills relate to working with **IDEAS.**

- Column Two's skills relate to working with **THINGS.**

- Column Three's skills relate to working with **PEOPLE.**

- Column Four's skills relate to working with **DATA.**

Make note of where your true skills and interests areas lie. What patterns do you see? Are they concentrated in one area, in two areas? Are they distributed across the board? There are no right answers. The important thing is to create an awareness of where your skills and interests lie so that you can consciously position yourself for positions that are aligned with your strengths and growth interests so that you will be generating more enjoyment and success in your work and life. Consider these questions:

- How can you build more of the skills & interests that you enjoy doing into your present work?

- What kinds of developmental activities could you/will you commit to doing in order to nurture the skill areas that you want to build, i.e. through special training, coaching, or mentoring?

- If you are contemplating a job change or in are all ready in one, how well is your resume and/or the other application materials you develop serving you?

- Are you, through your written materials, unconsciously positioning yourself for work that is
  -actually more of the same, **or**
  -is not in align with your true strengths **or**
  -doesn't truly interest you any more?

- How could you re-position yourself to attract opportunities that use your strengths and will stretch you to grow in directions that you want to go?

- Are you pursuing realistic opportunities for yourself given what you enjoy doing or, on some level, are you doing what you think others expect of you?

- What else do your skills & interests say to you?

TEAM SKILLS EXERCISE

Every team needs a combination of core competencies in order for it to be fully effective, productive, and dynamic. The following assessment lists specific skills in one of four key competency areas. Your responses to this exercise will help you to discover what strengths and skills you bring to the teams you serve upon and the groups with which you work.

Please read the following activities and for each identify those you do well and those you don't when you have worked in groups or on teams. Put a y in front of those you consider to be your strengths and a N in front of those you consider your weaknesses. Then go back and circle the 12 that you believe reflect your greatest skills when working with others in groups or on teams. *Keep in mind, there are no right or wrong responses.*

___Spark ideas
___Ask upside down questions
___Build on ideas
___Challenge assumptions
___Break mind sets
___Play devil's advocate
___Capture ideas
___Weigh pros & cons
___Offer analogies
___ Offer examples
___Define terms
___Reframe questions
___Provide perspective

___Use humor
___Direct emotional energy
___Celebrate progress
___Elicit participation
___Express support
___Applaud contributions
___Encourage others
___Create group identity
___Seek common ground
___Broadcast accomplishments
___Play to strengths
___Declare victory
___Review progress

___Set goals
___Prioritize tasks
___Set milestones
___Quality control check
___Tap group resources
___Identify resource groups
___Set pace
___Divide the work
___Sustain focus
___Sequence the activities
___Capture lessons learned
___Acquire outside resources.
___See what remains unfinished

___Translate meaning
___Confront disagreement
___Represent team to others
___Broker differences
___Speak for customers
___Resolve contradictions
___Speak for others in the organization
___Forge alliances
___Surface complaints
___Synthesize opposites
___Model collaboration
___Assign or define roles

Name _____
See the interpretation on the next page to learn more about your responses.

Interpretation

As you may have guessed, each cluster of skills on the previous page share a common link. They are:

Those on the top left hand quadrant relate to **GENERATING & REFINING IDEAS**

Those on the top right hand quadrant relate to **ORGANIZING & INTEGRATING THE WORK**

Those on the bottom left hand quadrant relate to **SUSTAINING GROUP ESPRIT**

Those on the bottom right hand side relate to **MANAGING THE BOUNDARIES**

Teams need to have all four of these competency areas present in order to thrive.
For example, a team low in idea related skills will cover the same ground again and again or will not consider the impact and consequences of what it is doing.
A team low in organizing the work skills will rarely know what the left hand is doing from the right or the projects are not on budget and behind schedule.
A team low in group esprit skills never really jells around an identity, the goals of the team are not universally shared, and there are setbacks and derailments.
A team low in managing boundaries skills will be isolated from its stakeholders and customers, will work around the problem, not on it, and avoids conflict and suppresses it.

Think about your skills in group or team work. How have your skills helped the teams/groups you have been a part of move forward? For example:

- Are you a natural idea generator?
- How do you use your creativity in groups?
- Do you take half-baked ideas and refine them?
- Are you the one that asks 'what if' questions?
- Can you turn the 'problem' inside out and find new ways of doing things or seeing things?
- Do you keep the team moving forward with your ability to organize and integrate the work?
- Are you the one that sequences the work to get the team to its goal?
- Do you see patterns in the work that the team can use to create service and products?
- Are you the one that helps organize the team's resources and talent?
- Do you know how to measure progress and keep folks on track?
- Do you provide the energy and emotional glue that keeps the team running?
- Are you the one that gives kudos and acknowledgments to others?
- Do you help create an identity for the team?
- Do you help to assess the mood of the team and change the pace as needed?
- Do you inspire play?
- How do you celebrate success with your team?
- How do you help the team manage its boundaries?
- Are you the person that provides the link back to the larger organization or team sponsor?
- Are you the one that gets resources the team might need?
- Do you help the team transcend boundaries to avoid unnecessary conflict?
- Do you have the ability to deal with creative tension that leads to productivity?

Integrated Competency Based Human Resources Systems (Recruitment, Hiring, Performance Evaluation, Career Development and Succession Planning & Leadership Development)

Develop Competency Based Outreach Materials

Design Questions & Selection Tools to Select Those with Distinguishing Competencies Not Tested For

Organizational Learning
- Skills Development
- Org. Knowledge

Mastery in Current Job

Establish Competency Based PDs

Recruitment

Hiring

On the Job Performance

Career Development & Succession Training

Applying New Skills to Current Job

Learning Plan

Competency-Based Performance Reviews

Learning Mastery in Job

Design Competency Based Civil Service Exams/Applications

Competency Based Background Investigations & Reference Checking Process

Move to New Position